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AUTHOR	Hawley, Peggy
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ABSTRACT

A year spent in fulltime study of over 3,000 young women and counselors of both sexes in 13 schools shows that both groups have largely discarded the traditional stereotype of womanhood. Attitudes were measured on a continuum from dichotomous (gender-based) to androgynous (no sex referent). Counselors were significantly more androgynous than the girls they counsel. Self-report statements indicate that counselors are relatively more free of sex bias than their counselees. This tells more about what they say than about what they do. Girls miss the more subtle basic implications of feminism. Many think that women should work only if it doesn't interfere with domestic duties. They seem unaware that couples are increasingly sharing both domestic responsibilities and outside work. A strong positive relationship emerged between high I.Q. scores and androgynous attitudes. Although less strong, a significant relationship was found between attitudes toward sex roles and ethnicity. Anglos held the most androgynous attitudes followed by Asian Americans, Blacks and Chicanas. Affirmative Action has increased the demand for women in "blue collar" jobs yet this area is where discrimination is greatest and precisely where women need to develop a strong sense of themselves as women and as workers. (Author)

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FINAL REPORT

THE STATE OF THE ART OF COUNSELING HIGH SCHOOL GIRLS

Peggy Hawley, Ph.D.
San Diego State University
San Diego, California

Project No. 0675 P
The Ford Foundation Faculty Fellowship for Research on
Women's Roles in Society
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INTRODUCTION

Much has been said in the last few years about the pros and cons of the so-called women's movement. Proponents claim that it will open new options for both sexes and provide the country with "person-power" heretofore unavailable. Viewers-with-alarm, on the other hand, claim that this movement is at the very root of the disintegration of the family in America and point to the dangers of "unisex."

Actually, we have very little real evidence upon which to base estimations of the pervasiveness of the femininist position, the rationale behind the beliefs of advocates and detractors, not to mention the relationship of those views to such important variables of age, sex, ethnicity and academic competence.

Counselors (among others in the helping professions) have been called to account in recent years. They have been accused of perpetuating stereotypical life styles thereby severely limiting career choices for women and girls. It is of the utmost importance for the research to keep pace with the social realities because the temptation is strong to get caught up in righteous indignation in behalf of a popular cause without ongoing evaluation of the "live" issues. Whatever else can be said of the media, it does facilitate the spread of ideas so that it is difficult to know whether ideas which turned up in research five years ago have survived even that short period.

This inquiry has gathered data on the life goals of high school girls and data on the extent of counselor's knowledge of women's career development. Foremost in the thinking underlying this research, however, is a desire to measure the ways in which high school counselors and girls define femaleness. It is felt that the real demonstration of an achievement of equality between the sexes (if it ever becomes a reality) will be in equal status and opportunity in the world of work. When this is accomplished, other inequities in the relationship between the sexes will almost automatically be eliminated. Often the direct measurement of people's ideas about work equality tends to elicit currently "acceptable" responses. It is in the subtlies of the many apparently unrelated issues that the real indicators lie. Take, for example, the apparently "innocent" assumption that women are genetically more supportive and less competitive than men. This leads logically to a double standard of competence as well as a double track in job assignments. As long as measurement instruments use a masculine/feminine polarity, such double tracking will continue. Measurement devices built upon this continuum also carry the implication of sexual deviancy, that is, of "masculine women" and "feminine men."

This research is built upon another concept, the tendency of many people to dichotomize human characteristics into male/female categories and of others to view characteristics in terms of individual traits and abilities without a sex referrant.

METHOD

Sample: Slightly over a 17% sample was randomly drawn from the population of 10th, 11th, and 12th grade girls in The San Diego City Schools. One parochial school, University High School, was included because students there are almost 100% Catholic and it was thought that differences in views of sex roles might be significantly influenced by religious preference.

Since ethnicity was seen as a variable of major interest, this sample was based upon the ethnic distribution of each school. Hence the proportion of each ethnic group varies from school to school. Numbers in ethnic groups occasionally fail to match totals because ethnic information was not available on each student. Tables One, Two and Three show distributions of the characteristics of high school girls and counselors.

TABLE ONE

Ethnic Distribution Among 13 High Schools

School	Mexican American or Chicana * Frequency	Anglo-Saxon or White Frequency	Black Frequency	Asian American Frequency	Total
Clairemont	17	176	7	6	207
Crawford	30	124	27	9	191
Patrick Henry	11	230	28	5	273
Hoover	28	109	18	5	160
Kearny	19	115	19	7	167
La Jolla	8	154	3	1	166
Lincoln	8	3	72	0	83
Madison	15	171	6	5	201
Mission Bay	7	102	2	2	113
Morse	23	49	55	9	136
Point Loma	23*	125	9	3	160
San Diego	66	56	28	5	155
University	23	189	3	2	222
				Grand Total=	2,234

*A very large proportion of these girls, although categorized in the district record as "Spanish Surname" are actually Portuguese.

TABLE TWO

Grade Level Distribution Among 13 High Schools

Frequency	Grade
836	10th Grade
772	11th Grade
621	12th Grade

TABLE THREE

Characteristics of Counselors Among 13 High Schools

Ethnicity	Mexican American or Chicano	Anglo-Saxon or White	Black	Asian American
	Frequency	Frequency	Frequency	Frequency
	2	56	5	2

Age	20 - 30 yrs.	31 - 40 yrs.	41 - 50 yrs.	51 - 60 yrs.	60+ yrs.
	2	22	17	22	2

Sex	Females	Males
	31	34

N = 65
Number of schools = 13

Contact with schools: During the preparatory phases of this inquiry frequent contacts were made with Mr. Eugene F. Brucker, Director of Inschool Counseling-Special Programs Department, and with Mr. Charles S. Gawle, Jr., Counselor on Special Assignment. The research design was cleared through the Research Review Board, under the leadership of Dr. John H. Griffth, Planning and Research Department. Meetings were held with the Secondary School Principals, chaired by Dr. Evan Schaffer, Jr., Director, Secondary Schools Division, and with the District and Head Counselors of Secondary Schools. Dr. Steven W. Isaac, Director, Evaluation Services and Dr. Walter L. Winter, Assistant Director, were most helpful in research design and methodology. Rosters with names of the original population from which the sample was drawn were obtained through the cooperation of Michael D. Benedict Information Specialist.

The next step was to contact the Head Counselors in the thirteen schools and arrange for the administration of the questionnaires to school counselors and high school girls. In some cases the questionnaires were administered by the principal researcher or her assistant. In other cases administration was done by school personnel. Great care was taken in all cases to insure that those administering the instruments presented them in a prescribed manner in an effort to standardize procedures.* Schools were promised copies of the results and student participants were told summaries would be given them. (See Appendix.)

Processing the results: The enormous task of scoring and recording 2299 questionnaires was accomplished through the uncomplaining efforts of many volunteers who worked without even token renumeration. They worked out of interest and commitment toward an effort they saw contributing to the improvement of opportunities for women. Had funds been available to pay for this service commercially, it seems probable that the caliber of help would not have been so high. Results of the data-gathering phase were then commercially key-punched onto IBM cards for computer analysis.

Interviews: During the processes of administration, scoring and key-punching the questionnaire data, girls and counselors were also being interviewed. Face-to-face contact allows a researcher to put "meat onto the bones" of numerical data. It also offers opportunities for a kind of validity check on the so-called hard data and aids the eventual interpretation of the study. Approximately 60 girls and 20 counselors were interviewed.

INSTRUMENTATION

We have become so accustomed to scales constructed with masculine/feminine poles that it is a radical departure to design one which includes both concepts but sets them into a new context. This researcher first designed such an instrument in 1968 and it was the forerunner of the questionnaire employed in this research. It was based upon the idea that people need to respond not so much to a role as to a situation and this calls for attributes common to both sexes. Responses to circumstances made on the basis of what men are supposed to be, think, or do, or what women are supposed to be, think, or do, limits both the spontaneity and the appropriateness of the response.

A questionnaire was designed containing many notions about the characteristics of males and females, how they "should" behave and what effects their attitudes and behaviors might have upon their relationships with each other. It was designed to measure responses which could be considered dichotomous (characteristics divided into male and female categories) and responses which could be considered androgynous (no sex differentiation deemed necessary). The result then, was not a male/female continuum, but a dichotomous/androgynous continuum. Since it has been traditional to use gender as a basis for dividing human attributes, the dichotomous end is roughly equivalent to a traditional view of sex roles. Recently there has been a reconsideration of the wisdom as well as the reality of this division and a feeling on the part of many that the split, which may have been necessary in the past, is actually dysfunctional in our sophisticated age. This view is, of course, equivalent to the contemporary or emerging view of sex roles and is represented toward the androgynous end of the scale.

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*There was one high school in which instructions were not followed. This incident and the methods and results for testing validity in that school will be reported later in this report.

The questionnaire is composed of 35 Likert-type items. Respondents can choose to agree or disagree at three levels of intensity. The same scale was used for girls and for counselors to facilitate direct comparison. In addition, girls were questioned about their life goals, the relative importance of career and marriage, perceived chances of success and other areas. Counselors were asked to check their appropriate age, sex and ethnic groups as well as to make "educated guesses" on a number of factual questions related to women's career development.

VALIDITY AND RELIABILITY

Items used in the Attitudes Toward Women Scale have been shown to discriminate between groups of college women (Hawley, 1971, 1972) and were revised for use with high school girls. Words were simplified and pre-tested with 10th, 11th, and 12th grade girls. Administration of the questionnaires provided for the listing of certain words (found to be questioned by girls in the pre-test) on the board as well as for an oral explanation of words or concepts not well understood.

The best illustration of the level of confidence which can be placed in girls responses is an occasion in which teacher's administration of the questionnaires was mishandled. Due, it was discovered later, to the teacher's anger at an interruption of class, the test was presented as an annoyance, an interruption and a waste of time. Hostile remarks by the girls on the tests reflected this and caused concern for the validity of their scores. A random sample was taken of this "contaminated" group and compared with a random sample of a parallel school. A "T" test between means showed almost identical means and standard deviations ($\bar{X}$=94.20, S.D. =17.38 and X=94.48, S.D.=18.82). This finding gave testimony to the fact that even under adverse conditions, girls appear to respond honestly. The fact that anonymity was guaranteed also lends credence.

Finally, follow-up interviews on girls with scores distributed along the dichotomous/androgynous continuum, substantiated orally and in person, the quantitative results reported here.

In the matter of reliability, Chronbach (1951) has shown the alpha coefficients to be the mean of all possible splittings of a test. Alpha coefficients of internal consistency reflect the degree of reliability among items of a scale in terms of overlapping variance (Veldman, 1967). The formula used is a generalization of the Kudor Richardson Formula 20. Since standard deviations of the two groups are relatively similar (counselors = 22.46; girls = 18.95) this analysis is appropriate. The following alpha coefficients were derived showing a good level of reliability:

Group	Alpha coefficient
Counselors	.93
Girls	.86

Research Questions

Several major questions and relationships between variables were investigated:

1. What is the relationship between attitudes toward women's roles (measured on the dichotomous/androgynous continuum) and the following variables:

   High School Girls

   a. Intellectual ability (Lorge-Thorndike)
   b. Ethnicity (Chicana, Anglo, Black & Asian American)

   High School Counselors

   a. Age
   b. Sex
   c. Ethnicity

2. How do high school girls perceive:

   a. Their future goals (work & marriage)*
   b. Relative importance of work & marriage
   c. Chances of success
   d. Male influence

3. What is the extent of factual knowledge of counselors and/or their ability to make "educated guesses" to questions about women's career development.

   a. Why women work
   b. Number of years women work
   c. Differences between men's and women's income

4. How do high school counselors compare with high school girls in their perceptions of sex roles?

RESULTS: PART ONE. High School Girls

Work and Marriage: Two items on the questionnaires were concerned with girl's future goals of career and marriage. Tables Four through Eight show these results.

*Although it is fully recognized that marriage is not the only life style currently available, alternative life style choices were not included on the questionnaire. Despite this omission, many girls wrote in comments suggesting that living together arrangements were preferable to marriage.

TABLE FOUR

Percentage Responses for Girl's Life Plans

Marriage only	1.48%
Work only	8.01%
Work until marriage	16.50%
Work before marriage & after children	14.76%
Combine marriage & full time work	28.40%
Combine marriage & part time work	21.47%
Haven't the slightest idea	8.81%

It can be seen that 89.14% of the girls included plans for work in their lives. This figure is very close to the estimate of the State of California Advisory Commission on the Status of Women which states:

a. 9 out of 10 girls will be members of the work force for some period.
b. 6 out of 10 girls will work full time for 30 years.
c. 4 out of 10 girls will be heads of households.

The prevalence of the part-time work option (59.66%) shown in Table Four would indicate that work may well be a secondary issue to almost 60% of the girls. Table Five sheds some light on the relative importance of work and marriage.

TABLE FIVE

Percentage Responses for the Importance of Work & Marriage

Marriage		Work
18.52%	extremely important	33.50%
26.12%	very important	32.33%
28.67%	important	27.28%
19.23%	not very important	3.76%
5.59%	not at all important	.36%

It would appear from data summarized in this table that work is considered more important than marriage as 65.85% consider it very or extremely important compared with 44.65% who consider marriage very or extremely important.

Those data based upon grouped scores, however, are somewhat misleading. Further analysis was made of each individual response. Those who rated marriage above work, work above marriage and those who rated them equal were tabulated. Table Six shows these results.

TABLE SIX

Relative Position of Work vs. Marriage for Individuals

Marriage above work	50.84%
Work above marriage	23.22%
Work & Marriage equal	25.94%

Apparently many of the girls who rated work very high may have rated marriage low, contributing to the apparent contradiction in findings. This may tell us something about the intensity of those placing a high value upon work yet it seems reasonable that the relative position of work to marriage based upon individual questionnaires is the best indication of girl's real views.

Perceived chances of success: High school girls in San Diego are apparently more confident of their ability to succeed than girls generally in this country thirteen years ago. (President's Commission on the Status of Women, 1962). On the surface this is encouraging yet there is evidence that girls tend to be less realistic in their career choices than boys, suggesting their confidence could be misplaced. This will be discussed later in the report.

TABLE SEVEN

Perceptions of Chances of Success in Percentages

excellent	19.90%
good	59.62%
fair	13.91%
very poor	.22%
do not know	.18%

Male influence: The strong internal and external pressures on high school girls to be desirable in the eyes of young men has been documented for years, yet this item drew a large number of written-in comments such as, "No one really influenced me, I made up my own mind." It is possible that girls of this age fail to realize the multiplicity of forces that influence them. The results of Table Eight indicate negligible male influence.

TABLE EIGHT

Girl's View of Male Influence in Percentages

extremely influential	4.52%
very influential	16.28%
slightly influential	42.80%
not at all influential	30.95%

RESULTS: PART TWO. High School Counselors

Why women work: The California Commission on the Status of Women, in a packet entitled, Information for Counselors on Counseling California Girls, state that the majority of women work out of basic economic necessity, just as men do. Most counselors were aware of this fact as Table Nine reveals.

TABLE NINE

Counselor's Responses to Why Women Work in Percentages

money for "extras"	15.38
out of necessity	61.54
for personal enrichment	10.77
other	1.54

There was a tendency for counselors to underestimate percentages of women in the work force, the number expected to work for thirty years, and to overestimate the relative amount of income women earn in comparison with men. Table ten presents these data.

TABLE TEN

Counselor's Responses to Women's Work & Income Data

Estimate of the percentage of girls who will be in the work force for some period in their lives: (Correct prediction, 90%)

Estimate	Percentage responses per estimate
40%	6.15
70%	26.15
80%	24.62
90%	43.08

Estimate of the percentage of girls who will be employed full time for 30 years: (Correct prediction, 60%)

40%	38.46
50%	29.23
60%	21.54
70%	7.69

It can be seen that the estimate for the length of full-time work was underestimated by 68% of the counselors.

Estimate of the differences between men's and women's incomes: (Correct prediction, between 50 & 60%).

Estimate	Percent of counselor's responses per estimate
50% of men's income	23.08
60% of men's income	30.77
70% of men's income	33.85
80% of men's income	9.23

Forty-three percent of the counselors overestimated the proportion of women's income compared with men's. The following excerpt is from the U.S. Department of Labor published in 1973 entitled "Equal Pay."

> A census report for 1971 shows that among full-time, year-round workers the average income for male eighth grade graduates was $7,838 compared to $4,400 for women; $9,996 for male high school graduates and $5,808 for women; and $14,351 for male college graduates compared to $9,162 for women.
>
> A comparison of median earnings of year-round, full-time workers in 1971 in selected major occupation groups showed the greatest pay difference between the sexes in sales, when women's earnings were only 42% of men's. More comparable earnings occurred among clerical workers, when women made 62% as much as men.

Nowhere is there more convincing evidence that "baby still has a long way to go" than in the above statistics. The relationship between what we value as a society and where we put our money is not quite a one-to-one correlation, yet it is close enough to be the best indicator of the distance between that we have yet to travel.

RESULTS: PART THREE Attitudes Toward Women Scale

A major aspect of this inquiry focused upon results obtained from the scale measuring girl's and counselor's attitudes toward sex roles. Dichotomous scores indicate that the respondent tends to divide human abilities, emotions, and characteristics into male and female classifications. Androgynous scores indicate that the respondent tends to view sex as irrelevant in those circumstances specified.

The following code will facilitate interpretation of mean scores. Low scores are androgynous, high scores are dichotomous. The appendix shows the coding of scores on the dichotomous/androgynous continuum.

Score		Score	
1	very strongly androgynous	4	dichotomous
2	strongly androgynous	5	strongly dichotomous
3	androgynous	6	very strongly dichotomous

Scores of the total sample which fall nearer the androgynous end of the continuum will be reported first. Questionnaire items are listed, followed by means and standard deviations for the counselor's group and the girl's group. In some cases, an item breakdown follows which shows the actual distribtuion of agree/disagree responses for both groups.

Androgynous Responses

Item 6. Men & Women should be paid equal wages if they are doing the same work.

	Mean Score	Standard Deviation
Counselors	1.86	1.06
Girls	1.46	.96

Responses on this item were the most androgynous of the 36 statements on the questionnaire if scores of both groups are counted as one. There is quite a difference (.40) between counselor's and girl's scores. Girls seem to feel more strongly about the matter than do counselors. They also had less variation, greater agreement among themselves as shown by the small standard deviation. It would be difficult to marshal good arguments against this issue although in times of economic recession there are those who support higher pay for men on the basis that they have families to support. Four out of ten women are, at some time in their lives, heads of households, (Commission on the Status of Women, State of California, 1970). There is a growing need also for two wage-earners in a single family as in 1972 twenty-one percent of the women workers were married to men with annual incomes below $7,000 (U.S. Department of Labor, 1973).

Item 8. Women can think as logically as men.

	Mean Score	Standard Deviation
Counselors	2.08	1.08
Girls	1.70	1.04

Again there is strong agreement on this statement although girls again feel more intensely about the item than do counselors. This may be because females generally care about this issue and since the counselor group included males, the mean was moved slightly toward dichotomy. Furthermore, an inspection of individual questionnaires shows that girls are more prone than counselors to check very strongly agree or disagree responses.

Item 17. It is possible for some women to combine home and career and do it successfully.

	Mean Score	Standard Deviation
Counselors	1.83	.93
Girls	1.85	1.08

The means between counselors and girls are closer on this item than on any of the 35 items in the scale. Both groups strongly agree that this combination of options is a viable life style for some women.

Item 32. A college education is equally important for males and females.

	Mean Score	Standard Deviation
Counselors	1.97	1.07
Girls	1.79	1.13

The tendency for girls to respond more strongly is again evident. A breakdown of individual scores shows:

Counselors		Girls
31 (47.69%)	very strongly agree	1344 (60.11%)
9 (13.86%)	strongly agree	268 (11.99%)
23 (35.38%)	agree	444 (19.86%)
1 (1.54%)	disagree	132 (5.90%)
0	strongly disagree	13 (.58%)
1 (1.54%)	very strongly disagree	33 (1.48%)

Item 33. It is just as important for women to be intellectually capable as it is for men.

	Mean Score	Standard Deviation
Counselors	1.91	.98
Girls	1.81	1.00

Girls look slightly more androgynous than counselors on the issue expressed in Item 33. There is little variation here as shown by the relatively small standard deviation for both groups. An item analysis shows:

Counselors		Girls
33 (50.77%)	very strongly agree	1208 (54.02%)
6 (9.23%)	strongly agree	382 (17.08%)
25 (38.46%)	agree	543 (24.28%)
1 (1.54%)	disagree	82 (3.67%)
0	strongly disagree	8 (.36%)
0	very strongly disagree	11 (.49%)

Dichotomous Responses:

The following items have dichotomous responses from either the counselors, the girls or both. It is welcome news, for the purposes of this research, that the largest score differences between counselors and girls exist on items upon which the counselors score more androgynously than girls as shown by Item 15.

Item 15. A woman should work only if she can do so without interfering with domestic duties.

	Mean Scores	Standard Deviation
Counselors	2.78	1.41
Girls	3.59	1.42

As can be seen by the above means, girls as a group agree with this item. It will be remembered that numbers over 3 constitutes dichotomous views on this scale. (See code on page 10). Counselors score between 2 (strongly androgynous) and 3 (androgynous). Frequency and percentage responses are listed below.

Counselors		Girls
5 (7.69%)	very strongly agree	274 (12.25%)
2 (3.08%)	strongly agree	213 (9.53%)
7 (10.77%)	agree	764 (34.17%)
26 (40.00%)	disagree	569 (25.45%
10 (15.38%	strongly disagree	143 (6.40%)
15 (23.08%)	very strongly disagree	271 (12.12%)

This is a key item. It assumes that domestic responsibilities belong to the woman and that she must earn the right to become a wage-earner by first completing her most essential job in the home. With this emphasis upon what is viewed as women's primary function, if something must be sacrificed, it is of course, the secondary not the primary function.

Item 18. Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.

	Mean Scores	Standard Deviations
Counselors	3.51	1.31
Girls	3.67	1.26

The means are closer to four than they are to three on this item indicating that both groups tend to agree that women indeed seem to want equal treatment with men when it serves their purposes and then demand to be treated like they are out on a date at other times in the same setting. It is indication enough that counselors must get the message over that women cannot have it both ways. They either have to compete and have their performance judged by the same standards as men are judged, or they should (to paraphrase Harry Truman) get out of the heat of the kitchen in the marketplace and back into the heat of the kitchen at home.

Item 25. A wife should not compete with her husband in his own area.

	Mean Scores	Standard Deviations
Counselors	2.86	1.16
Girls	3.73	1.49

Most counselors disagree and most girls agree with this item. Interviews indicated that some of the wide variance, especially among girls, was due to different interpretations of the word, "compete." There is currently a very negative connotation to the whole idea of competition in the sense that it implies winners and losers. It is a badly written item because the intention was to merely question the wisdom of both people entering the same line of endeavor.

Item 34. Males are genetically capable in some areas and women in others.

	Mean Scores	Standard Deviations
Counselors	3.60	1.31
Girls	4.54	1.26

This is another key item. It is interesting that people who disagreed with a statement that says it is appropriate to divide work into male and female categories (item 5) agreed with this one. Historically, gender has been the basis for a division of labor between the sexes; that is the dichotomous point of view. The androgynous position is that, except in a very few biologically connected behaviors such as the ability to nurse a baby, capability is related to individual differences, not to gender.

RESULTS: PART FOUR. INTERVIEWS

School A: The heritage of Portugal: Spending an hour with nine girls whose background is rich in family pride and heavy with tradition was a delightful experience, although an unexpected one. I came expecting to find that the computer-classified group of "Spanish Surname" students who are enrolled in this school would indeed be Mexican Americans, as in the other schools. Names such as Graca, Goncalves, Rodrigues, Silva, and Freitas all look and sound like Spanish to my uninitiated eye and ear. Apparently the computer suffers from the same inadequacies because this group is labeled "Spanish Surname" at the district office instead of "Portuguese Surname." There is, understandably, some resentment on the part of students and educators to this misclassification. Pride in the distinctive Portuguese heritage is still strong among the second generation despite the fact that they chafe a bit under old restraints.

As a generation in the interface between old and new, they bear the brunt of the conflict between tradicional and modern values. Their daily experiences are living examples of the working-out of the transition from one country to another and from one generation to another. This is exemplified in the different expectations held for an older daughter compared with a younger one in the same family. One girl in the group felt that the expectations for her as the eldest were unfair and the "little ones could get away with murder." Nevertheless an older sister usually intercedes in behalf of the younger ones, trying to see that they get more freedom in dressing, dating, and educational/career choices. Mothers are also described as "bridges" between the old ways and the new. This is, of course, not untypical of American families where the mother often takes the "soft line" and the father the "hard line." In Portuguese families, however it is more concentrated and intense.

There is little question but that in the Portuguese culture the man is king. "When he drops a sock," the girls explain, it is the woman who picks it up. Sons are given cars and have funds made available for them to go to college. Fathers are generally fishermen who usually want their sons to go to college, the girls tell me. Many reject his offer, choosing instead to join the fishing fleet. A few months of the hardships and rigor of the life at sea and many reconsider, deciding to come back and pick up the option of a college education.

Children stand in awe and fear of fathers who are away from home out to sea for prolonged periods of time. "Women cry a lot when the ship pulls out." One girl said that her mother usually cries for two weeks after the husband's departure. A way to cope with the situation is to throw themselves into a frenzy of activities only to drop everything upon the men's return. This means that women are jerked back and forth between two roles because they are expected to relinquish their temporary position as head of the house as soon as the husband walks through the door.

The Portuguese community acts as a strong reinforcing agent in protecting and carrying on traditional mores. "Neighbors all watch the young people, especially the old ones who put chairs behind screen doors so that they know who you go out with, what you are wearing and what time you come home." Fathers are extremely possessive of their daughters. Young males who come around are viewed with suspicion and fathers see engagements as the only real demonstration of "honorable intentions." Grandmothers often live with or close to the family and their authority, although waning somewhat, is still a force to be reckoned with. The whole community in fact seems to be a kind of extended family influence which is at the same time protective and confining.

One girl in the group stated that her experiences and relationship with her parents were not as the others had been describing. Her communication with parents was easy and open, she said, and she felt no pressure, overt or covert for example, to marry a Portuguese man. The group was quick to remind her that she was really not part of the community. She agreed that this made a big difference and added that her parents had consciously decided to leave the old ways behind when they left Portugal and to adopt the new American ways. Another factor, not fully discussed, was that her mother is Portuguese and her father, German. This, no doubt, has a strong effect on the differences between her life and that of the other girls.

Male supremacy and the double standard are cultural bulwarks in this society and nowhere is this more apparent than in parental expectations for academic achievement. Girls are expected to get good grades and boys can "get away with" F's and U's. Yet the requirement for grade-getting for girls is not anchored in the assumption that there is a connection between academic competence and success in work -- or even that education has any connection with intelligent child-rearing and citizenship. Parental emphasis on good grades for girls is actually a moral issue; girls who receive A's and B's are good girls and those who receive F's and U's are bad girls. The implication is clear, good grades are related to obedience and pleasing the teacher (woman's role) not to solid performance and competence (man's role).

I came away from those interviews impressed with the insight, humor and coping abilities of these young women. Perhaps in their roles (unintentional as they may be) as translator of values between two cultures, they can help the rest of us find ways to finally bring women into full partnership with men.

School B: A dichotomous view of sex roles: There was a consensus among the girls interviewed at this school that they all engaged in a lot of "sex game-playing." One of these games is a familiar one to most women. It has been passed along from mother to daughter for generations--the game of pretending to be ignorant of things really understood in order to make boyfriends feel knowledgable. Several girls drew the line at the idea of letting the male beat them at athletic games, particularly tennis, but other kinds of "winning" was considered acceptable. The major concern was getting and keeping "a good dude" and other girls were viewed as competitors and generally distrusted. Competition and mistrust between females unfortunately is another time-honored myth still alive and well in the year, 1975.

Clearly, in this school, males wield the power in the relationship between the sexes, and females not only seemed to expect it, they encouraged it. With this group of girls the importance of having a relationship with a male is hard to exaggerate and they were prepared to go to almost any lengths to maintain it. Although none of those interviewed said that they would put up with physical mistreatment, they spoke at length about girls and women they knew who regularly endured such abuse rather than dissolve the relationship. They agreed that relationships of this kind greatly reduced a woman's chances of controlling her own destiny and establishing herself as a human being in her own right. They indicated simply that, "that was the way things are."

A strong expression of disillusionment with marriage was practically unanimous. Although all of the girls interviewed have and/or plan "serious" relationships with males, marriage was generally scorned. Reasons appeared to be based upon their own experiences and personal knowledge of the most negative aspects of the marital relationship. When the relationship included children (it was emphatically stated that children would be born only if they were wanted) then there was less agreement, some would want marriage at that time and some would still not see it as important.

On the subject of work plans, there was an appalling lack of realism and inability to connect success in the school environment with future work roles. Images of lawyers, R.N.'s (one thought an R.N. was a doctor) and Airline Stewardesses seemed to have come right out of the world of television. The "women's lib" movement was grossly misunderstood and stereotyped. They thought it was simply an attempt to move women into men's jobs which elicited the question, "How can a woman ever handle a jack hammer as good as a man and break up the streets?"

Counselors were interviewed with the girls and also separately. They are very much aware of the lack of realism and, without "putting the girls down" are skillful at bringing into the discussion questions of preparation and the logical implications of some of their more naive assumptions. Counselors are also very much aware of the tumultuous effects of adolescent sexuality. They described this as a particularly difficult problem with kids who had been poorly prepared academically for high school work. It is not surprising, one said, that they seek to escape the rigors of the academic struggle, where they are unsuccessful, to the heady excitement of the boy-girl relationship where they are successful.

Against these pressures and many others, these counselors continue to work. They know their kids, particularly in this small school. They keep striving to make connections between the classroom and the outside world to the majority of the students and try to insure that the few who come to school with a serious interest in their studies get the chance to take advantage of every opportunity.

School C: An androgynous view of sex roles: Girls at this school were obviously disgusted with what they called "the dumb blond game" by which women try to build male egos by down-playing their own abilities. They talked, at least, as though they felt quite independent of males, asserting that women should try to be emotionally and financially self-sufficient. There were however, some concessions made to the necessity of caring for the "male ego," although nothing was said about the female ego until I brought it up. Then they admitted their own ego needs. In relationships with young men they acknowledged that they did try to enhance male self concepts. One remarked that she tried generally to make other people feel good about themselves and did not feel that the male ego should be enhanced any more than the female ego.

When the discussion turned to career plans these girls appeared to have had the benefit of numerous family dinner-table discussions which centered around college choices, major areas of study, and the consequent utilization of academic learning in paid employment. Although their aims were high, they did not seem unrealistic. One girl was talking of the relative merits of all-girl college vs. coeducational ones and noted in passing that one such school was beyond her ability to afford. Generally, they were very well informed, a reflection of their family background as well as their ability to use and understand counseling opportunities.

Of obvious relevance to this research is the degree to which counselors are aware of new options now open to women as well as the multiplicity of barriers, especially the psychological ones, which mitigate against their taking advantage of them. This, moreover, is a primary concern in schools such as this one where girls have the academic competence, the family backing and, perhaps most important of all, the conscious realization of their own widening horizons.

Relationships here seem to be friendly, constructive and productive. It was apparent during the interviews that counselors are used extensively in matters of educational and career planning.* Different levels of counselor sophistication in regard to factual knowledge of women's career development as well as appreciation of the humanistic orientation of the femininist movement were apparent. Information gathered through the medium of interviews strongly corroborated results of questionnaire data at this school. Although there were differences among counselors in their sensitivity, understanding and dedication to femininist counseling, the group as a whole were both knowledgable and interested.

School D: A balanced view of sex roles. This school is of interest for several reasons, 1) it occupies a middle position on the continuum thus approximating an average for the district as far as girl's scores are concerned, 2) the counselors, as a group, have the most androgynous scores in the city and 3) the administration of part of the questionnaires was done so badly that it appeared at first that most of them would have to be discarded.

Addressing the first point--the student mean for this school is 96.33 compared with a district mean of 95.51 telling us that girls here at "School D" are just slightly more dichotomous than girls in the total sample, all-in-all fairly representative of the district at large.

Among the eight girls interviewed there was only one who appeared to be strongly committed toward a career which happened to be in veterinary medicine. She was also more interested in her studies and less caught up in the "dating game" than the others. The seven were more interested in jobs for economic reasons than for the challenge of the work or a sense of accomplishment they might derive from it. Most saw work as a stop-gap measure, a kind of guarantee in case they might not get married, or in case something would happen to their marriages. Most had decided that since they would probably work for some time, they might as well try to prepare to do something interesting and I found them quite realistic about preliminary steps toward that end. Two were planning summer ROP courses directly related to vocational goals.

School attendance among this group was admittedly "spotty", because they said they were bored with the routine. When I mentioned the routine of work they said yes that they had heard that before. We talked about the fact that six out of ten women would work for thirty years or more but these numbers are almost meaningless for sixteen-year-olds. So were plans for middle age after the kids were grown as well as potential widowhood. Divorce had more meaning as it had been experienced at close quarters by most of them. The justification for career preparation made sense to them because of the imminence of divorce. Marriage was a more viable choice for these girls than interviewed at schools "B" and "C". Living with a man until both people were relatively sure of the stability of the relationship however,was generally conceeded to be the best plan of action.

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*Personal/social aspects of counseling were not discussed yet, based upon observations of student/counselor interaction, there is no reason to think that counselors are any less effective in this area.

I liked their response to my question about the pervasiveness of "sex games". They said this tended to be a way of relating in the early stages of a relationship but if and when a good relationship was established they became more honest in the interaction. It was generally felt that long-term relationships would not withstand this kind of "phoniness".

Communication with parents was difficult for most of them. They tended to work out any existing problems alone or with a close friend. One showed a surprising insight into her relationship with her mother and into her own interactions with other people. She was coming out of a long period she said, in which she had shut her mother out of her life but was beginning to understand her mother's behavior in the light of her mother's past life in which she had suffered severe parental rejection as a child.

One very attractive young woman was unique among all of the girls interviewed. She did not date, she said, nor was she unhappy with her "manless" state. She had noticed that friends who acquired boyfriends changed a great deal and were no longer free to do things they had done in the past because the boyfriend objected. Their lives were governed by wishes of another and this, in its own way, seemed to be much more confining than parental restraints had ever been. Working after school in an insurance office, she was financially more independent, bought many of her own clothes and was not embarrassed to go places with other girls and with her parents with whom she had excellent communication. Although she acknowledged that she would like to have a boyfriend sometime, she expressed satisfaction that she didn't have to be "knocking herself out to please someone else all the time". It would be interesting to do an in-depth study on a person like this, who seems to be so free of peer and environmental pressures that she could maintain her uniqueness and apparently her independence of the powerful conforming forces around her.

There was no opportunity to conduct actual interviews with counselors at this school as the report of this research was presented at a counselor's meeting which included a long agenda. They did react, however, to the news about their own extremely androgynous scores which they credited (somewhat jokingly but with a note of seriousness) to one woman who is a dedicated worker in the femininist movement. She, at the very least, has been instrumental in keeping high their level of awareness and has been a source of information for the whole counseling staff on career development for women.

RESULTS: PART FIVE Relationships Between Variables

The second major emphasis in this inquiry was to discover, in a basic research sense, whether non-chance relationships could be found between variables. The following independent variables were chosen for investigation.

High School Girls:	I.Q. Stanine Ethnicity
High School Counselors	Age Sex Ethnicity

Statistical Treatment: Natural phenomena like those of interest in the behavioral sciences are complex and interrelated. They are more difficult to measure than chemicals, for example, because they are not found in pure form capable of being isolated for study. The traditional method of univariate analysis whereby variables are analyzed one at a time is now obsolete (Kerlinger & Pedhazur, 1973). For the study of variables in combination, methods of multivariate analysis are appropriate.

In this study the variables, "I.Q." and "Ethnicity" are considered together in their joint relationship to girl's scores on the Attitudes Toward Women Scale. Similarly, the variables, "Age, Sex and Ethnicity" are considered together in their collective relationship to counselor's scores on the same scale. Even before statistical procedures are undertaken, however, the data seem to fall into observable order. The following table shows means, standard deviations and group size for girl's attitude scores in each of nine stanine groups.

TABLE ELEVEN
I.Q. Stanines and Attitude Mean Scores for High School Girls

Stanine	Group Size	Mean	Standard Deviation
1	32	107.31	17.07
2	120	108.68	12.81
3	205	103.63	13.90
4	339	98.84	17.16
5	410	94.42	17.81
6	372	89.39	18.69
7	261	83.66	17.84
8	117	82.24	19.10
9	60	75.83	21.19

Table Twelve shows the distribution of scores in the various ethnic groupings.

TABLE TWELVE
Ethnic Groups and Attitude Mean Scores for High School Girls

Group	Group Size	Mean	Standard Deviation
Chicana	279	100.3	17.11
Anglo-Saxon	1604	91.02	19.48
Black	277	101.93	15.67
Asian American	60	95.08	16.59

Multiple Regression Analysis: Results of the analysis of high school girl's I.Q. stanines and their ethnic origin in relationship to scores on the Attitudes Toward Women Scale show a significant relationship between these variables and dichotomous/androgynous attitudes toward sex roles. Very simply put, the higher a girl's I.Q. the more likely she is to hold androgynous views of the male and female role. The variable of ethnicity also helps us to predict her probable score on the scale. Ethnicity, however, only contributes less than one-half as much (regression coefficient = 2.02) to the possibility of prediction as does I.Q. (regression coefficient = 4.30), as the following table shows.

TABLE THIRTEEN
Multiple Regression Analysis of High School Girl's Attitudes Based on I.Q. & Ethnicity

Variable	Regression Coefficient	Standard Error	T Value	Beta
I.Q. Stanine	-4.303	0.24	-18.073	-0.406
Ethnicity	-2.019	0.83	- 2.430	-0.055

Intercept 116.816
Multiple Correlation Coefficient .436
F Value for Analysis of Variance 112.46 ($P<.0000$)
Standard Error of Estimate 17.12

Significant differences among counselors were found on the basis of their age and sex. Although differences were also obtained on the basis of ethnicity, the sample of ethnic groups, other than Anglo, was too small to put any credence in the findings and will not be reported. Of the 65 counselors who returned usable questionnaires the following characteristics are descriptive.

TABLE FOURTEEN
Ethnic Group Distributions Among 65 Counselors

Chicano (or Chicana)	2
Anglo-Saxon	56
Black	5
Asian American	2

Age & Sex Distributions Among 65 Counselors

	Age Groups				
	20-30	31-40	41-50	51-60	61+
Sex	1	13	6	9	2
Female		10	12	12	
Male					

The effects of age and sex on counselor response are based upon a large sample (N=56) and can be interpreted. Generally speaking, older males tend to hold dichotomous views of sex roles and younger females tend to hold androgynous views of sex roles. The following tables (15 & 16) show these relationships and the results of multiple regression analysis of counselor's views of sex roles using age and sex data.

TABLE FIFTEEN

Counselor Mean Scores by Sex & Age Groups

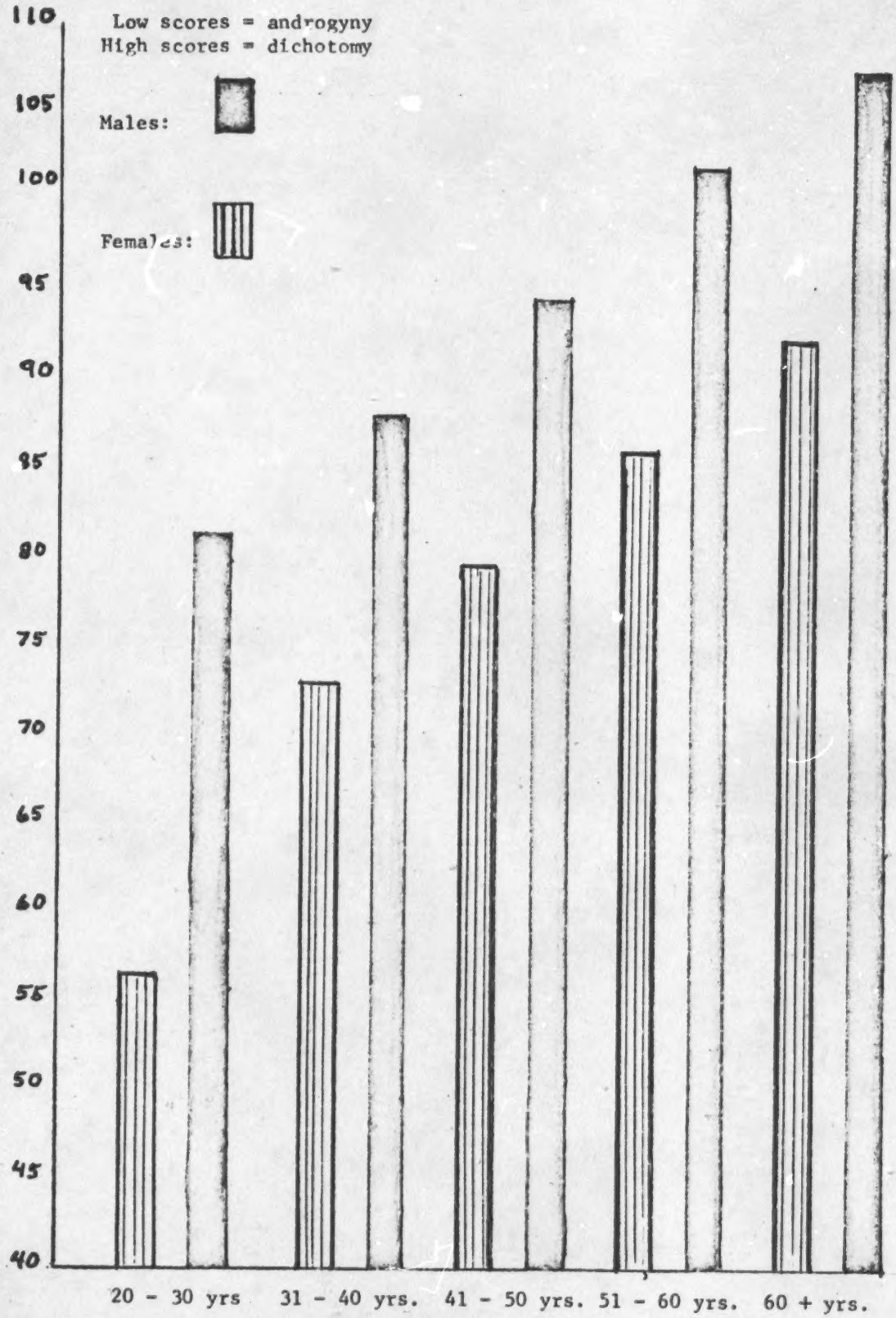

TABLE SIXTEEN

Multiple Regression Analysis of Counselor's Attitudes Based on Age & Sex

Variable	Regression Coefficient	Standard Error	T Value	Beta
Age	6.46	2.68	2.42	.28
Sex	7.44	2.60	2.86	.33

Y Intercept 72.628
Multiple Correlation Coefficient .44
F Value for Analysis of Variance 3.86*
Standard Error of Estimate 20.97
P<.01

Differences between girls and counselors:

One comparison has considerable implications for the affectiveness of counseling in the schools in regard to femininist issues as well as for counselor education programs at the graduate level. This is the finding of a significant difference between high school girls and their counselors on the dichotomy/androgyny continuum. It is reassuring to discover that counselors as a group are more androgynous than the girls that they work with. This suggests that they have the attitudinal set that will enable them to lead their clients into increasingly wider options of career choices and life styles which will accommodate them. Table Seventeen shows these data.

TABLE SEVENTEEN
Relationship Between Counselors & Girls on Attitudes Toward Women

	Group Size	Mean	Variance	Standard Deviation
Counselors	65	87.92	504.23	22.46
Girls	2234	93.78	359.11	18.95

Source	SS	DF	MS	F	P	R
Between groups	2168.18	1	2168.18	5.97	0.015	0.050
Within groups	834174.81	2297	363.16			

DISCUSSION

Double Standards Among the "Experts"

"Experts" in the area of mental health have been widely criticized for the perpetuation of stereotypical views of sex roles. Stereotyping has been held responsible for affecting women in many ways, by curtailing vocational aspiration (Epstein, 1970), promoting mental illness (Chesler, 1972), and creating ambivalent feelings about success (Horner, 1969). One landmark study, cited in almost every investigation, showed that psychologists, psychiatrists and social workers held a double standard for mental health (Broverman, 1970). Both male and female clinicians described a "healthy male" very similar to a "healthy adult" while their descriptions of a "healthy woman" were quite different. They saw the ideal female as more easily influenced, excitable in a minor crisis and less aggressive and competitive.

In order to be considered healthy, women are forced to choose between "behaving like healthy humans and unhealthy females or behaving like healthy females and unhealthy humans" (Maslin & Davis, 1975).

School counselors are also in the "mental health business" and have come in for their share of the blame. Although few of them would describe themselves as chauvinistic or sexist (Pietroffessa & Schlossberg, 1971) they have been found to consider traditional goals more appropriate career choices for girls than non-traditional ones (Friefersdorf, 1969) and to rate girls with deviant choices more in need of counseling (Thomas & Stewart, 1971).

A Slow Awakening

The femininist movement, or perhaps the awakening of a social conscience has increased people's awareness to the power of stereotyping in general and this appears to be having an effect upon perceptions of sex roles. This researcher has been testing college groups on their attitudes toward sexual definition since 1967 (Hawley, 1971, 1972) and has noticed a movement away from the traditional habit of dichotomozing characteristics on the basis of sex toward a more androgynous perception of sex roles.

It is not surprising that female counselors have been shown to be somewhat more responsive to this change than male counselors. A recent study (Maslin & Davis, 1975) showed that female counselors-in-training had discontinued using stereotypical images of women in their counseling but that males were still employing stereotypes to some extent.

Investigations of high school girls have concentrated largely upon future goals of career and marriage rather than sex role definition. A survey of the Future Homemakers of American revealed that although over 90% planned to work after marriage, 66% thought more importance should be placed by women on family as opposed to career (Guidepost, 1975).

Flanagan & Jung's followup research (1971) of the original 1960 TALENT project reported shifts away from traditional female occupational choices such as nurse, secretary, beautician and toward socially relevant choices such as biological scientist, social worker, sociologist and psychologist. Only 6 percent as compared with 12 percent of the girls in 1960 indicated that their only goal was that of homemaker. It will be remembered that in the present study only 1.48 percent choose the "marriage only" option.

Objectives for this research: The purpose for this investigation was to gather recent and comprehensive data about the attitudes of girls and counselors toward sex roles. If workable changes are to be initiated into curricula of secondary schools and counselor education programs, there must be a substantive knowledge-base out of which to work. Attitudes of girls toward their future roles as women and as workers, as well as attitudes of counselors toward the expanding opportunities of women are critical components of this knowledge base.

Comparisons between counselors and girls: One of the more promising findings in this research is evidence that high school counselors are less inclined to stereotype than are high school girls. Counselor's more androgynous perceptual framework should make it possible for them to help girls re-think stereotypical ideas of what women can and cannot do.

It is possible, of course, that counselors are simply aware of social issues and their response is due more to the current prohibitions against stereotyping in general than it is to any real understanding of the need for sexual equality. This awareness could indeed be a factor in results obtained, yet because counselors were guaranteed anomynity, deliberate and conscious distortion of responses seems unlikely. It is, admittedly, true that results tell us more about what counselors say than about what counselors do--the gap between "saying" and "doing" is a perpetual problem in social science research. Nevertheless, because of the fact that awareness usually precedes behavioral change, it is encouraging to discover this level of awareness among counselors.

Lest the above sound a bit too optomistic and naive, the picture should be balanced with some contrasting information. Statistical comparisons are generally conducted on mean scores which, of course, tells us only about central tendencies. Information about individual variations can be found in measures of standard deviation, yet differences tend to become obscured when dealing with groups of 65, as in this case.

Despite the fact that an overwhelming majority of counselors view the sexes to be equal in intellectual capacities, there was one counselor who disagreed with the statement that intellectual capability is as important for women as it is for men and two who disagreed with the statement that a college education is equally important for males and females. One wonders how these counselors interact with girls who have serious career commitments. More serious, however, is a 21 percent agreement that a woman should work only if she can do so without interfering with her domestic duties. This is disturbing because of its tacit assumption that domestic duties are solely the responsibility of the woman. In an economy which is moving with great rapidity toward the necessity of two breadwinners in every home, this relegates women to second-class citizenship in the world of work. If her primary obligation is defined as management of the home, her commitment to work in the world outside of it is, by definition, secondary and her right to enter it must be earned. It follows then that she cannot reasonably expect to achieve at the same level as men. This traditional view of the division of labor ignores an emerging and viable life style in which couples share work-at-home responsibilities in addition to work-outside-the-home responsibilities.

When we look at girl's responses, however, we see that counselors are less tied to the division of labor concept than are girls. Over 78 percent of the counselors reject this division compared with only 44 percent of the girls. Furthermore, girls at the school with the most androgynous scores rejected this idea by 60 percent while girls at the school with the most dichotomous scores rejected it by less than 34 percent.

Relationships between girl's I.Q., ethnicity, and attitudes toward sex roles: The discovery of a strong relationship between girl's I.Q. scores and perceptions of sex roles indicates that academically capable girls tend to hold non-traditional (androgynous) views of sex roles. They resist being tracked into conventional modes of thinking, feeling and behaving. Their demand for a wide range of options in work is apparent. Equally important is their awareness of the subtle entrapment of a host of sex-linked beliefs that, on the surface, appear to be unrelated to career choices.

The fact that academically capable girls are more apt to go on to college and are shown to be more androgynous than their less academically capable counterparts, supports previous findings that college women are more androgynous than those without college educations. (Hawley, 1971).

But what of the girl who scores in the lower I.Q. stanine? Who encourages her to expand limited options? Where are her role models? The overt environmental limitations are restrictive enough' she is most likely to take a low-paying, subordinate role with fewer chances of advancement and she is also most likely to suffer work-related discrimination (Haener, 1972).

Now there is evidence that the girl who has already been tracked into a future with less opportunities for growth has also accepted a definition of emininity which curtails rather than enhances her self concept.

There were also differences in view of sex roles between ethnic groups: Chicana, Anglo-Saxon, Black and Asian American.* Ethnicity was comparatively a "weaker" variable than I.Q. scores. This means that high I.Q. minority girls are more likely to be androgynous than low I.Q. Anglo girls. There were many high scoring subjects across ethnic groups who were androgynous so that the addition of ethnicity did not add very much to the predictive power of the regression equation. It is obvious that both I.Q. tests and my Attitudes Toward Women Scale are culture-bound further reducing the credibility of ethnic difference. Finally, I.Q. is a long way from being a "pure variable". I.Q. scores are not separable from such illusive constructs as motivation, self-concept, achievement needs, test anxiety, the nature of discussions at the family dinner table, and---the list is essentially endless. Nevertheless, the finding that girls who are academically successful also tend to hold androgynous views of sex roles is of great significance to all educators.

Counselor's knowledge of women's career development: The extent of high school counselor's knowledge of facts regarding women in the labor force, years of employment, reasons for working and the like, showed that counselors generally were quite well informed in some areas. The addition of more factual knowledge would help nevertheless in their counseling of girls. For example, the assumption made by 25% of them that women work for extras or simply for personal enrichment does not square with the facts. More important, it perpetuates the secondary focus on work which in turn reinforces employer's beliefs that women are not serious about their work.

*There were too few members of other groups to make up a 15% sample.

Generally speaking, counselors tended to underestimate the proportion of girls who will work for some period of their lives as well as the proportion who will work full time for 30 years or more. They also underestimated discrepancies between men's and women's incomes. These are simple statistical facts, easily learned, "eye-opening" and are essential tools of the counselor's trade. They should be incorporated into each counselor's operating assumptions and procedures.

Age and sex differences between counselors: Testing counselor's attitudes brought no surprises. Mean scores climbed steadily upward toward the dichotomous end of the scale as age group categories went from 20 to 60 years. Male/female profiles were roughly parallel, with females having lower, more androgynous scores. Results showing female counselors to be less traditional than males is a replication of many other investigators (Bingham & House 1973; Young, 1973; Thomas & Stewart, 1971: Pietrofesa & Schlossberg, 1970 & Friedersdorf, 1969). This study does not support other results in which investigators found no difference in views of sex roles among age groups (Young 1973: Naffziger, 1971).

There is no reason why older male counselors must be more dichotomous than young female counselors. Research with college age students shows no sex differences on questionnaires (Hawley, 1972). Young males in college are often good femininists[1] because they are interested in helping to bring about open options for all individuals regardless of sex, creed, socioeconomic status or ethnic origin. Since this study was not longitudinal, we cannot say that people grow more dichotomous with age. Those in the various age groups were different people. In fact, given the noteable exceptions, (older counselors with very androgynous scores) there is evidence to support the argument that it is really a case of exposure to new theoretical positions, simple statistical facts and activities involving conscious-raising, attitude-changing experiences. It is possible, through inservice training, to help all counselors broaden their skills and provide counseling in keeping with the work realities of today.

Essential to the practice of good counseling is the assumption of an individual's right to choose in his or her own best interests. Although women are numerically a majority they along with "other minorities" have had limited career options. Esther Matthews (1974) puts their movement toward equal rights into a much larger context and urges counselors to:

> "Study the women's movement as a part of the quest by all minorities (the handicapped, the economically depressed, the culturally different, the aged) for greater dignity and position within the society."

As a researcher it is exciting to find consistency within groups and variables with considerable predictive power. As a humanist and a counselor educator, however, it is even more rewarding to find the exceptions to the rule. One example will serve to illustrate the delightful capacity of individuals to escape the researcher's "pigeon holes".

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[1] A femininist can be male or female. The term is used to describe one who is actively working to bring about sexual equality.

On the basis of age, sex and ethnic background, the predicted score of one counselor was 92. His actual score was 42, making him one of the most androgynous counselors in the sample. Statistics are enormously valuable in defining groups yet it behooves all of us--researcher, teacher, counselor, and administrator to remain aware that the individual only belongs to the group on the basis of probability. We dare not get caught in yet another stereotypical trap, that of expecting the individual to behave like others of "his kind."

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YOUR LIFE PLANS

We are interested in the thinking of young women about work and marriage. Here are a few questions concerning your future plans. Your ideas may not be definite, but please answer the way you feel right now. Write in comments if you wish.

1. Which do you plan? Check only the one most likely answer.

- ☐ 1. Marriage only
- ☐ 2. Work only
- ☐ 3. Work until marriage
- ☐ 4. Work before marriage and after children
- ☐ 5. Combine marriage and part-time work
- ☐ 6. Combine marriage and full-time work
- ☐ 7. Haven't the slighest idea

2. As you see it now, how imporant are work and marriage in your future life?

Marriage	Work
	extremely important
	very important
	important
	not very important
	not important at all

3. Whether or not you plan to work, how would you see your chances of success in the world of work.

- ☐ 1. excellent
- ☐ 2. good
- ☐ 3. fair
- ☐ 4. very poor
- ☐ 5. do not know

4. How much have your male friends (classmates, acquaintances, boy friends) influenced you in work-related decisions?

- ☐ 1. extremely influential
- ☐ 2. very influential
- ☐ 3. slightly influential
- ☐ 4. not at all influential

5. Name others who have influenced you in your work-related decisions.

ATTITUDES TOWARD WOMEN'S ROLES

Directions: Listed below are 35 common ideas about women's roles in relationship to men. You may feel strongly about some ideas and less strongly about others. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

agree	strongly agree	very strongly agree	disagree	strongly disagree	very strongly disagree	
						1. Men and women should share both the responsibilities and privileges of life equally.
						2. Women should be the "power behind the man" and not the one "out in front."
						3. Truly feminine women let the man believe he is boss even when this is not true.
						4. Women should express their opinions honestly, even if this is in disagreement with a man.
						5. It is appropriate to divide work into "man's work" and "woman's work."
						6. Men and women should be paid equal wages if they are doing the same work.
						7. Men should make the final decision in financial matters and women should make the final decisions concerning the home.
						8. Women can think as logically as men.
						9. Acting helpless does not make a woman appear more feminine.
						10. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
						11. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.
						12. In a business setting, the woman who acts seductively is not behaving appropriately.
						13. The best guarantee of a good marriage is for the wife to be submissive to her husband.
						14. The most important characteristic for a wife is physical attractiveness.

agree	strongly agree	very strongly agree	disagree	strongly disagree	very strongly disagree	
						15. A woman should work only if she can do so without interfering with her domestic duties.
						16. Being a full-time homemaker is not necessarily the best way for a woman to show her love for her family.
						17. It is possible for some women to combine home and career and do both successfully.
						18. Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.
						19. Women who work outside the home tend to be more interesting people than those who do not.
						20. It is only natural for women to be interested in people and men to be interested in ideas.
						21. It is a myth that "a woman's place is in the home."
						22. Modern women are too competitive.
						23. Women should follow any vocation they wish, even if this violates tradition.
						24. Highly paid jobs should go to men with families to support.
						25. A wife should not compete with her husband in his own area.
						26. Women can work in any vocation without appearing masculine.
						27. Men are willing to work for a woman as long as she is competent.
						28. It is not possible to maintain a romantic relationship when a woman beats the man "at his own game."
						29. There is no genetic (inborn) difference between the sexes in intellectual ability.
						30. Beauty is more important to femininity than intelligence.
						31. Married women should be able to have both male and female friends.
						32. A college education is equally important for males and females.

agree	strongly agree	very strongly agree	disagree	strongly disagree	very strongly disagree	
						33. It is just as important for women to be intellectually capable as it is for men.
						34. Males are genetically (naturally) capable in some areas and women in others.
						35. It would be appropriate for a woman to be President of the United States if she were qualified.

LOS PLANES DE SU VIDA

Tenemos interés en saber lo que piensan las mujeres jóvenes, acerca del trabajo y del matrimonio. En seguida hay unas cuantas preguntas concernientes a sus planes para el futuro. Sus ideas pueden no estar definidas todavía; pero por favor, conteste Ud. en la forma en que piensa ahora. Escriba comentarios si así lo desea.

1. ¿Cuál de los siguientes planea UD.? Marque solamente <u>una</u> respuesta, la que sea más probable o adecuada.

- ☐ 1. Solamente matrimonio.
- ☐ 2. Trabajo solamente.
- ☐ 3. Trabajar hasta que me case.
- ☐ 4. Trabajar antes del matrimonio, y después tener hijos.
- ☐ 5. Combinar el matrimonio con un trabajo de parte de tiempo.
- ☐ 6. Combinar el matrimonio con trabajo de jornada completa.
- ☐ 7. No tengo la menor idea.

2. Como Ud. lo ve ahora, ¿Qué tan importantes son en su vida futura el trabajo y el matrimonio?

Matrimonio	Trabajo
	extremadamente importante
	muy importante
	Importante
	No muy importante
	No tiene importancia ninguna

3. Ya sea que planee Ud. trabajar o no, cómo vería Ud. sus probabilidades de éxito en el mundo del trabajo:

- ☐ 1. Excelentes
- ☐ 2. buenas.
- ☐ 3. regulares.
- ☐ 4. muy malas.
- ☐ 5. No lo sé

4. ¿Cuánto la han influenciado a Ud. sus amigos masculinos, (compañeros de clase, conocidos, o enamorados), en sus decisiones relativas al trabajo?

- [ ] 1. Me han influenciado extremadamente
- [ ] 2. Me han influenciado mucho
- [ ] 3. Me han influenciado ligeramente
- [ ] 4. no me han influenciado en nada

5. Nombre otras personas que la hayan influenciado a Ud. en sus decisiones relativas a su trabajo.

ACTITUDES HACIA EL PAPEL DE LAS MUJERES

DIRECCIONES:

En seguida hay una lista de 35 ideas comunes, acerca del papel de las mujeres en sus relaciones con los hombres. Su opinión respecto a algunas ideas puede ser muy firme, en cambio, otras ideas las apoyará Ud. con menos firmeza. No hay contestaciones correctas o erróneas, sólo opiniones personales. Conteste Ud. cada una de las ideas, poniendo una marquita en el espacio correspondiente.

Estoy de acuerdo	Estoy firmemente de acuerdo	Estoy muy firmemente de acuerdo	NO estoy de acuerdo	Firmemente NO estoy de acuerdo	Muy firmemente NO estoy de acuerdo	
						1. El hombre y la mujer deberían compartir tanto las responsabilidades como los privilegios de la vida, por igual.
						2. Las mujeres deberían ser el "poder detrás del hombre, y no el "poder que sobresale en frente."
						3. Las mujeres verdaderamente femeninas, hacen creer al hombre que él es el "jefe", aún cuando ésto no sea verdad.
						4. Las mujeres deberían expresar sus opiniones honestamente, aún cuando estén en desacuerdo con un hombre.
						5. Es apropiado dividir el trabajo entre "trabajo de hombre" y "trabajo de mujer."
						6. Se deberían de pagar sueldos iguales a los hombres y a las mujeres, si hacen el mismo trabajo.
						7. Los hombres deberían tomar las decisiones finales en los asuntos financieros, y las mujeres deberían tomar las decisiones finales, en lo concerniente al hogar.
						8. Las mujeres pueden pensar tan lógicamente como los hombres.
						9. El actuar como desvalida, NO hace aparecer a la mujer más femenina.
						10. Las mujeres deberían actuar como ingenuas, (por ejemplo, aparentar que no entienden), a fin de que el hombre parezca más sabio.
						11. La mejor forma en que una mujer puede"salirse con la suya" o ganarle al hombre, es usando sus "astucias" y trucos femeninos.
						12. En un ambiente comercial, la mujer que actúa seductivamente, NO está comportándose apropiadamente.
						13. La mejor garantía para un buen matrimonio, es que la mujer sea sumisa con su esposo.
						14. La característica más importante de una esposa, es su atracción física.

Estoy de acuerdo	Estoy fírmemente de acuerdo	Estoy muy fírmemente de acuerdo	No estoy de acuerdo	Fírmemente No estoy de acuerdo	Muy fírmemente No estoy de acuerdo	
						15. Una mujer debería trabajar solamente si ella puede hacerlo sin interferir con sus obligaciones domésticas.
						16. El que sea una ama de casa por la jornada completa de trabajo, no es, necesariamente, la mejor manera en que una mujer puede demostrar amor por su familia.
						17. Es posible para algunas mujeres, el combinar las labores del hogar y una carrera, y hacer ambas cosas con mucho éxito.
						18. Las mujeres demandan iguales ventajas que los hombres, y sin embargo, ellas insisten en tener privilegios especiales al mismo tiempo.
						19. Las mujeres que trabajan fuera del hogar, tienden a ser personas más interesantes que las que no lo hacen.
						20. Es natural que las mujeres se interesen en la gente, y los hombres en las ideas.
						21. Es un mito que "El lugar de una mujer es el hogar."
						22. Las mujeres modernas son demasiado competidoras.
						23. Las mujeres deben de seguir la vocación que deseen, aún cuando ésto contravenga la tradición.
						24. Los empleos mejor pagados deberían ser para los hombres, que tienen que sostener una familia.
						25. Una mujer no debería competir con su marido en su propia área.
						26. Las mujeres pueden trabajar en cualquier vocación sin aparecer masculinas.
						27. A los hombres les gusta trabajar para una mujer si ésta es competente.
						28. Es posible mantener relaciones románticas, cuando la mujer vence al hombre "en su propio juego."
						29. No hay diferencia genética (innata) entre los sexos, en la habilidad intelectual.
						30. La belleza es más importante para la feminidad que la inteligencia.
						31. Las mujeres casadas, deberían poder tener tanto amigos hombres como mujeres.
						32. La educación del colegio superior es igualmente importante para los hombres que para las mujeres.

Estoy de acuerdo	Estoy firmemente de acuerdo	Estoy muy firmemente de acuerdo	NO estoy de acuerdo	Firmemente no estoy de acuerdo	Muy firmemente no estoy de acuerdo	
						33. Es tan importante para las mujeres el ser intelectualmente capaces, como lo es para los hombres.
						34. Los hombres son genéticamente (naturalmente) capaces en algunas áreas, y las mujeres en otras.
						35. Sería apropiado para una mujer ser Presidente de los Estados Unidos, si ella está capacitada para serlo.

SCORING CODE: ATTITUDES TOWARD WOMEN

Directions:

1. Place a check mark opposite all of the following androgynously worded items:

   1 4 6 8 9 12 16 17 19 21 23
   26 27 29 31 32 33 35

2. Score items checked by the following code: Place score in right margin by the appropriate item.

agree = 3	disagree = 4
strongly agree = 2	strongly disagree = 5
very strongly agree = 1	very strongly disagree = 6

3. Score those items <u>not</u> checked by the following code:

agree = 4	disagree = 3
strongly agree = 5	strongly disagree = 2
very strongly agree = 6	very strongly disagree = 1

4. Total both androgynous and dichotomous scores. The scale is coded so that low scores are androgynous and high scores are dichotomous.

SAN DIEGO HIGH SCHOOL GIRLS: THEIR VIEWS OF ROLES & GOALS *

Dr. Peggy Hawley, San Diego State University, June 1975

Remember the questionnaire that you filled out about your life goals & views of male/female roles? Here is a summary of that research that I promised you.

There were 2234 girls in my sample. Girls were randomly selected from the 12 S.D. High Schools plus University High. These findings are compiled from all girls counted together as a group. This means, of course, that your individual score may be quite different from the average. No individual scores will be reported, as I stated to you at the time you took the questionnaire.

FINDINGS:

Future Plans: Most girls (51%) rated marriage to be more important than work. Some, (23%) thought work was more important than marriage. About 26% said that they were equal in importance.

Almost 65% of the girls plan to combine marriage & work; full or part-time work, in fact, was part of the future plans of 89% of the girls and nearly 80% estimated their chances of success to be either good or excellent.

Attitudes Toward Sex Roles: Generally speaking, girls seem/to be moving away from the traditional view that large differences exist between male & female jobs, attitudes, abilities and characteristics. There was a general agreement that:

Equal wages should be paid for equal work.
It is possible for some women to combine home & career successfully.
College is as important for women as it is for men.
It is as important for women to be intellectually capable as it is for men.

Some of the following traditional ideas of women's roles, however, still are strongly supported by this group of high school girls.

A woman should work only if she can do so without interfering with her domestic duties.
Males are genetically (naturally) capable in some areas & women in others.

It appears that most girls feel that the home is the main responsibility of the woman & that if she can't do her primary job, and do it well, then she has no right to take on work outside the home. A few girls felt that with 2 wage earners in the family, both housework & work outside the home should be shared equally by the man & woman.

The conviction that men & women are born with different abilities has been around a long time. Some girls felt that there were only a few biological capabilities, such as childbirth, that could be said to belong only to one sex. Others seemed to feel that many talents and capacities are sex-linked.

Results are really a mixed bag. There is some indication of role confusion in the contradiction between traditional & non-traditional ideas. We can say, however, that there is a new commitment to work and a general feeling that women should have freedom to expand their roles as women & as workers.

* This research was funded by The Ford Foundation Faculty Fellowship: Research on Women's Role in Society.

MEMORANDUM

To: High School Counselors
From: Peggy Hawley
Subject: Inquiry on The Art of Counseling Girls

Current attitudes of counselors concerning changing sex roles and knowledge of recent developments in career opportunities for women are important to this inquiry. Imformation will be used to describe the district as a whole, no individuals or schools will be identified.

Your age:

20 - 30 ___

31 - 40 ___

41 - 50 ___

51 - 60 ___

60 + ___

Your ethnic origin:

Mexican American or Chicano

Anglo ___

Black ___

Asian ___

American Indian ___

Other ___

Your sex:

Male ___

Female ___

FACTS ABOUT WOMEN

For the purpose of determining inservice training needs we are attempting to estimate (anonymously) the current state of counselors' knowledge about facts which affect the career development of women and girls. The results of this questionnaire will be made available to interested counselors.

1. The reason most women work is:

☐ 1. for money for "extras"

☐ 2. out of necessity

☐ 3. for personal enrichment

☐ 4. other--please specify

2. The percentage of girls with whom you counsel who will enter the work force for some part of their lives is approximately:

☐ 1. 90%

☐ 2. 80%

☐ 3. 70%

☐ 4. 40%

3. The percentage of girls with whom you counsel who will be employed full time for 30 years or more is:

☐ 1. 70%

☐ 2. 60%

☐ 3. 50%

☐ 4. 40%

4. Women's average annual income in 1970 was less than the average income of men. The percentage of this difference was approximately:

☐ 1. Women's income was approx. 80% of men's income.

☐ 2. Women's income was approx. 70% of men's income.

☐ 3. Women's income was approx. 60% of men's income.

☐ 4. Women's income was approx. 50% of men's income.

5. Male attendance at college exceeds that of female attendance. These proportions are approximately:

Women in College	Men in College
☐ 1 out of 8	☐ 1 out of 5
☐ 1 out of 5	☐ 1 out of 4
☐ 1 out of 3	☐ 1 out of 3

6. Can you list 2 or more Federal or State agencies to which complaints of sex discrimination may be made?

7. Can you name any recent or pending legislation relating to equal employment rights for women?

8. The American Personnel & Guidance Association recently cited a vocational interest test for sex bias. Which one was cited?

☐ 1. The Strong Vocational Interest Blank

☐ 2. The Kuder Preference Record

☐ 3. The Ohio Vocational Interest Survey

☐ 4. The California Occupational Preference Survey

☐ 5. The Minnesota Vocational Interest Inventory